

### Handout

Grammar... is used as a measure of language proficiency much more commonly than, say, fluency, or vocabulary knowledge. For learners who want to pass exams, grammar will be a priority... the centrality of grammar in language teaching and learning is incontestable. More controversial is how, and how often, grammar should be dealt with in the classroom.

Scott Thornbury, *Grammar* (2006)

Earl Stevick (*Success with Foreign Languages, 1989*) described a successful language learner as one who draws on three resources when speaking or writing:

- Explicit rules
- Remembered sentences or fragments
- Feelings derived from 'experience about how a change at one point in a sentence will require a change somewhere else' – meaning instincts about regularities or patterns

This suggests that in learning grammar, learning or noticing rules is not enough. Students also need to remember chunks of meaningful language as well as have lots of varied practice that helps them develop a feeling for how the language works.

There should be a wide variety of activities that help students practise and remember grammar's meaning, pronunciation and form.

#### Using Grammar Books:

Students will find they need to study a wide range of structures if they are to be able to handle this part of the exam well, so you should advise students on how to use their grammar book. They should be familiar with the organisation of the book, be able to use the index, and most importantly, understand the terminology used.

Peter May, *Exam Classes* (1996)